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Analysis of the Relationship between Curriculum Quality, Facilities and Infrastructure, and Learning Time Management on Student Satisfaction in the Learning Process in Secondary Schools

Shofia Annisa Ratnasari[1], Arifin[2], Gustina Hidayat[3]
Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas April[1,2], Fakultas Ekonomi & Bisnis Unisersitas Sebelas April[3]
shofia.feb@unsap.ac.id[1], arifin@unsap.ac.id[2], Gustina.feb@@unsap.ac.id[3]

ABSTRACT
This study aims to examine the relationship between curriculum quality, educational facilities, and time management on student satisfaction in the learning process at secondary schools. Using a quantitative approach with a stratified random sampling technique, the study involved 250 students from various secondary schools. Data were collected using a structured questionnaire and analyzed through multiple linear regression with the help of SPSS software. The results showed that all three independent variables—curriculum quality, educational facilities, and time management—have a simultaneous and significant influence on student satisfaction. Among the three, curriculum quality has the most dominant effect, followed by educational facilities and time management. The coefficient of determination (R^2) indicated that 37.7% of the variance in student satisfaction can be explained by the three variables. These findings highlight the importance of a relevant and flexible curriculum, adequate school facilities, and effective learning time management in improving students' learning experience.

Keywords:
Curriculum Quality;
Educational Facilities;
Time Management;
Student Satisfaction;
Secondary School

INTRODUCTION

The quality of education is an important indicator in the development of competent and highly competitive human resources. In the context of secondary education, student satisfaction with the learning process is one of the important aspects that reflects the effectiveness of the education system implemented. This satisfaction does not only depend on the material delivered by the teacher, but is also influenced by various factors such as the quality of the curriculum, the facilities and infrastructure available, and efficient management of learning time (Martha & Suryana, 2019). Thus, to realize a meaningful and enjoyable learning process, an in-depth evaluation of these elements is needed in order to support the improvement of the quality of education (Purnamasari, 2021).

The curriculum as a basic framework in the educational process plays an important role in determining the direction and objectives of learning. A good curriculum must be able to answer the challenges of the times and the needs of students in facing the real world. According to Fasani et al. (2016), a curriculum that is designed systematically and responsive to the development of science and the needs of students will create a productive and enjoyable learning environment. However, in several high schools in Indonesia, the curriculum still tends to be textual and less relevant to students' real lives, thus causing boredom and reducing satisfaction in participating in learning activities (Raharjo, 2017).

In addition to the curriculum, the existence of facilities and infrastructure is also a major support in creating a conducive learning atmosphere. Physical facilities such as comfortable classrooms, complete laboratories, and access to information and communication technology contribute significantly to the success of learning (Setiyaningsih, 2017). Research by Tanjung et al. (2019) shows that students who

study in an environment with adequate facilities tend to have a higher level of satisfaction compared to students who study in places with limited facilities. Therefore, investment in the development of educational facilities and infrastructure is an important strategy in improving the quality of education.

Study time management also plays a central role in creating an efficient and effective learning process. Well-structured and organized study time allows students to organize academic and non-academic activities in a balanced manner, so that it not only supports academic achievement but also character development and social skills. According to Dewi (2019), good time management in the learning process helps reduce student stress and increases focus and motivation to learn. However, there are still many schools that are not optimal in organizing study schedules, resulting in inequality in the distribution of study load and reducing student satisfaction with the educational process they are undergoing.

These three factors do not stand alone, but are interrelated and influence each other in shaping students' learning experiences. Previous studies have shown that good integration between these three aspects can improve the quality of educational services and have a positive impact on student satisfaction (Pribadi, 2020). Student satisfaction is an important indicator because it can encourage learning motivation, increase student involvement in school activities, and reduce absenteeism and dropout rates. Therefore, an empirical analysis is needed regarding the relationship between these variables and student satisfaction as a basis for formulating targeted education policies. The purpose of this study is to analyze and evaluate the relationship between curriculum quality, facilities and infrastructure, and learning time management on student satisfaction in the learning process in secondary schools in Indonesia.

Literature Review

1. Curriculum Quality

The curriculum is a document and a set of plans for setting objectives, content, and learning materials as well as methods used as guidelines for organizing learning activities to achieve educational goals (Fadil et al., 2023). The quality of the curriculum can be seen from various aspects such as relevance to student needs, interrelationships between subjects, flexibility, and the ability of the curriculum to encourage active learning.Purwandani & Sutarsih (2016) emphasize that a high-quality curriculum not only includes comprehensive content but must also be able to integrate values, 21st century skills, and adaptive learning approaches to change. In the era of globalization, the quality of the curriculum is required to be more dynamic and contextual, providing space for students to think critically, creatively, and collaboratively. Research by Sumarni et al. (2024) found that students' perceptions of a curriculum that suits their needs have a significant positive relationship with learning satisfaction. Meanwhile, a curriculum that is too rigid and does not adapt to students' learning styles can reduce their interest in learning and motivation.

2. Educational Facilities and Infrastructure

Educational facilities and infrastructure include physical facilities such as classrooms, laboratories, libraries, learning media, information technology, and other supporting infrastructure that support the learning process. According to Rojaki et al. (2021), complete, adequate, and modern facilities and infrastructure play an important role in creating a comfortable and effective learning environment. In a study conducted

by Randan et al. (2025), it was found that the quality of educational facilities in secondary schools has a direct effect on student satisfaction. When students learn in a conducive environment, with adequate learning aids, they tend to be more focused and enthusiastic in participating in the learning process. A study by Baitiyah et al. (2024) stated that the existence of laboratories integrated with learning practices improves students' understanding of abstract concepts, especially in the field of science. On the other hand, limited facilities often hinder active learning, reduce the quality of teacher-student interactions, and have an impact on decreasing student learning satisfaction.

3. Study Time Management

Study time management is the process of arranging and organizing the time available for learning activities, both formally at school and through independent study. Kartika & Arifudin (2020) explain that good time management can increase productivity, reduce stress, and help achieve learning goals effectively. Time management in the context of education includes scheduling subjects, arranging break times, effectiveness of study hours, and flexibility in arranging additional activities such as extracurricular activities. According to Rahman et al. (2024), students who are able to manage their study time well tend to have higher academic achievement and feel satisfied with the educational process they are undergoing. Research by Ulum (2017) shows that lesson scheduling that is too dense and monotonous causes boredom, mental fatigue, and decreased student interest in participating in learning. On the other hand, balanced distribution of study time provides space for students to explore the material in depth and increase satisfaction with learning activities.

4. Student Satisfaction in the Learning Process

Student satisfaction can be defined as a feeling of pleasure, comfort, and fulfillment from the learning process and results they experience. This satisfaction is closely related to students' perceptions of the quality of educational services, interpersonal relationships with teachers, involvement in learning activities, and academic achievements obtained (Sari, 2020). According to research by Darmawan (2016), student satisfaction is an important indicator for assessing the effectiveness of the educational process in schools. Students who feel satisfied tend to be more active participants, have high learning motivation, and show positive behavior towards teaching and learning activities. Student satisfaction is also correlated with student loyalty to the school and parents' decisions to keep their children in the educational institution. As a result, student satisfaction should be a primary concern in the development of educational policies and school management in general (Husni et al., 2024).

5. Relationship between Variables

The relationship between curriculum quality, facilities and infrastructure, and learning time management on student satisfaction is a complex and intertwined issue. According to the input-process-output model in education (Nurholifah, 2019), the quality of education is influenced by input (curriculum, facilities, time), process (teaching), and output (student satisfaction and achievement). In this model, quality input will encourage a good learning process and produce satisfactory output. An empirical study by stated that these three variables have a simultaneous contribution to student satisfaction, with curriculum quality being the dominant factor. Similar research by I. A. Rahman et al. (2024) showed that the integration of adequate

learning facilities and efficient time management creates a better learning experience for students. Theoretically, expectancy-disconfirmation theory can also be used to explain this relationship. When students' expectations of the curriculum, facilities, and learning schedules match or exceed the reality they experience, they will feel satisfied. Conversely, a mismatch will cause dissatisfaction.

Several previous studies have examined similar topics. Research by Saragih (2022) using a quantitative approach found that there is a positive and significant relationship between curriculum quality and student learning satisfaction. Meanwhile, a study by Muslimin & Kartiko (2020) highlighted the importance of digital-based learning media in increasing student engagement and strengthening satisfaction with online learning. Another study by Rokhani & Purnami (2021) showed that excessive study time causes academic burnout and has a negative impact on student satisfaction. This reinforces the importance of adaptive time management based on student needs.

METHOD

1. Research Approach and Design

This study uses a quantitative approach with a correlational associative research type. This approach was chosen because it is appropriate to test the relationship between independent variables, namely curriculum quality, facilities and infrastructure, and learning time management, on the dependent variable, namely student satisfaction in the learning process. The design of this study is explanatory in nature which aims to explain the simultaneous and partial influence of independent variables on the dependent variable. Data collection was carried out by distributing questionnaires to respondents using a Likert scale as a measurement tool for perception.

2. Population and Sample

The population in this study were all high school students in Indonesia. Because the population is quite large and heterogeneous, the sampling technique used was stratified random sampling. This technique allows researchers to obtain proportional representation from each stratum. The number of samples used in this study was 250 students, which is considered adequate to conduct multivariate statistical analysis such as multiple regression. Determination of sample size refers to the guidelines from Hair Jr et al. (2014) which recommends a minimum of 5–10 respondents per independent variable, plus control for error rate.

3. Data Collection Technique

The data in this study were collected through a closed questionnaire instrument designed to measure students' perceptions of each research variable. This instrument uses a 5-point Likert scale, with a score range from 1 (Strongly Disagree) to 5 (Strongly Agree), in order to obtain quantitative data that reflects the level of student agreement with the statements in the questionnaire. The questionnaire was compiled systematically by considering the validity of the content based on the theory and results of previous studies.

The indicators in the questionnaire are adjusted to the characteristics of each variable. The quality of the curriculum is measured through indicators such as the relevance of the material, the usefulness of the lesson content, integration with real life, and flexibility of learning. Facilities and infrastructure include the availability of

physical facilities, classroom comfort, learning media, and access to technology. For learning time management, the indicators used include regularity of the schedule, balance between theory and practice, and effectiveness of use of learning time. Meanwhile, student satisfaction is measured through aspects of satisfaction with the learning process, learning motivation, comfort while learning, and active involvement in learning activities.

4. Pre-Research (Validity and Reliability Test)

Before the questionnaire was distributed to the main sample, a validity and reliability test was first conducted on 30 trial respondents (try out) to ensure the quality of the instrument. The validity test was conducted using Pearson product moment correlation analysis, with the criteria that an item is declared valid if it has a correlation value of more than 0.30 (Ghozali, 2021). Meanwhile, the reliability test was conducted using the Cronbach's Alpha coefficient, where an instrument is declared reliable if the alpha value reaches ≥ 0.70 (Nunnally, 1978). Based on the test results, all items in the questionnaire met the established validity and reliability criteria, so they were suitable for use in this study.

5. Data Analysis

The data in this study were analyzed using SPSS (Statistical Package for the Social Sciences) software through a series of statistical analysis stages. The first stage is a descriptive statistical test that aims to describe the characteristics of the data, such as the frequency distribution of respondents, the average value, standard deviation, and the minimum and maximum values of each research variable. After that, a classical assumption test was carried out to ensure that the data met the requirements of regression analysis, which included a normality test (to see the distribution of data), a multicollinearity test (to avoid excessively high relationships between independent variables), and a heteroscedasticity test (to ensure equality of residual variance).

After the data is declared feasible, it is continued with multiple linear regression analysis to determine the effect of independent variables consisting of curriculum quality (X1), facilities and infrastructure (X2), and learning time management (X3) on the dependent variable, namely student satisfaction (Y). The significance test is carried out simultaneously with the F test to determine the combined effect of the three variables on student satisfaction, as well as a partial t test to determine the effect of each independent variable individually. Furthermore, the coefficient of determination (R^2) value is used to determine how much the independent variables contribute to explaining variations in the student satisfaction variable in the learning process.

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RESULTS AND DISCUSSION

1. Respondent Demographics

This study involved 250 high school student respondents selected using stratified random sampling techniques.

Table 1. *Respondent Demographics*

Category	Frequency	Presentation
Gender		
• Man	112	44,8%
• Woman	138	55,2%
Class		
• X	80	32%
• XI	85	34%
• XII	85	34%

Source: Data Analysis, 2024

Based on the table above, the majority of respondents were female students (55.2%), and respondents were spread quite evenly across each class level, with the largest number from classes XI and XII (34.0% each).

2. Descriptive Statistics

Table 2 shows the Pearson correlation coefficients between the variables, highlighting the strength and direction of their relationships.

Table 2. *Correlation Matrix*

Variable	N	Minimum	Maximum	Mean	STD.DEV
Curriculum Quality	250	2,000	5,000	4,032	0,524
Infrastructure	250	2,000	5,000	3,894	0,582
Study Time Management	250	2,000	5,000	3,976	0,493
Student Satisfaction	250	2,000	5,000	4,108	0,516

Source: Data Processed by Author, 2024

The results of the descriptive analysis show that the Student Satisfaction variable has the highest average value of 4.108, which indicates that in general students feel quite satisfied with the learning process they are undergoing. Followed by Curriculum Quality with an average of 4.032, this reflects that students consider the curriculum in their school to be quite good, relevant, and able to meet learning needs. Meanwhile, the Facilities and Infrastructure variable has the lowest average value of 3.894, indicating that there is still room for improvement in terms of providing and utilizing more optimal learning facilities. All variables in this study have standard deviation values in the range of 0.4 to 0.5, which means that students' perceptions of each aspect tend to be consistent and not too spread out from the average value, so that the data can be considered stable enough for further analysis.

3. Classical Assumption Test

a. Normality Test

Normality test was conducted using Kolmogorov-Smirnov Test. The decision-making criteria are if the Asymp. Sig. (2-tailed) value > 0.05, then the data is normally distributed and if the Asymp. Sig. (2-tailed) value ≤ 0.05, then the data is not normally distributed.

Table 3. Normality Test (Kolmogorov-Smirnov Test)

Variable	N	Kolmogorov Smirnov Z	Assymp.Sig (2-tailed)
Residual	250	0,046	5,000

Source: Data Processed by Author, 2024

Asymp. Sig value = 0.200 > 0.05, so it can be concluded that the residual data is normally distributed.

b. Multicollinearity Test

Multicollinearity is tested by looking at the Tolerance and Variance Inflation Factor (VIF) values. If Tolerance > 0.10 and VIF < 10, then there is no multicollinearity.

Table 4. *Multicollinearity Test*

Variable Independent	Tolerance	VIF
Curriculum Quality	0,678	1,475
Infrastructure	0,722	1,385
Study Time Management	0,691	1,448

Source: Data Processed by Author, 2024

All variables have a Tolerance value > 0.10 and VIF < 10, which indicates that there are no symptoms of multicollinearity.

c. Heteroscedasticity test

The heteroscedasticity test is carried out by looking at the significance value (Sig.) of the absolute regression of the residual against each independent variable. If Sig. > 0.05, then there is no heteroscedasticity.

Table 5. *Heteroscedasticity Test (Glejser Test)*

Variable Independent	Sig. (p-value)
Curriculum Quality	0,267
Infrastructure	0,314
Study Time Management	0,221

Source: Data Processed by Author, 2024

All variables have a significance value above 0.05, so there is no heteroscedasticity in the regression model. Thus, all assumptions of multiple linear regression have been met, so the regression model is suitable for further analysis.

4. Multiple Regression Analysis

This analysis is used to determine the influence of Curriculum Quality (X1), Facilities and Infrastructure (X2), and Learning Time Management (X3) on Student Satisfaction (Y) simultaneously and partially. The multiple linear regression equation in this study is as follows:

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + e$$

Based on the results of the analysis with SPSS, the following coefficient values were obtained:

Table 6. *Regression Coefficient*

Variable	B	Std. Error	t	Sig
Constant	1,012	0,198	5,111	0,000
Curriculum Quality	0,312	0,057	5,474	0,000
Infrastructure	0,224	0,049	4,571	0,000
Study Time Management	0,198	0,064	3,094	0,000

Source: Data Processed by Author, 2024

The results of the regression analysis show that all independent variables, namely Curriculum Quality, Facilities and Infrastructure, and Learning Time Management, have a positive and significant influence on Student Satisfaction, indicated by the significance value

of each variable which is below 0.05. Among the three variables , Curriculum Quality provides the most dominant contribution to student satisfaction with a regression coefficient value (β) of 0.312, which indicates that the higher the students' perception of the quality of the curriculum, the higher their level of satisfaction in following the learning process at school.

Table 7. *ANOVA*

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	34,729	3	11,576	49,512	0,000
Residual	57,765	246	0,235		
Total	92,494	249			

Source: Data Processed by Author, 2024

F value = 49.512 with Sig. = 0.000 (< 0.05) shows that the three variables simultaneously have a significant effect on Student Satisfaction.

Table 8. *Model Summary*

Model	R	R Square	Adjusted R Square	Std Error of the Estimation
1	0,614	0,377	0,369	0,485

Source: Data Processed by Author, 2024

The R Square value = 0.377 shows that 37.7% of the variation in Student Satisfaction can be explained by the variables of Curriculum Quality, Facilities and Infrastructure, and Learning Time Management, while the rest (62.3%) is explained by other variables outside this model.

Discussion

The results of the study indicate that the quality of the curriculum, facilities and infrastructure, and learning time management simultaneously have a significant effect on student satisfaction in the learning process in secondary schools. This finding is in line with the input-process-output model in education (Suhayati, 2013), which emphasizes the importance of input quality (curriculum, facilities, and time management) in forming educational output in the form of student satisfaction, motivation, and learning outcomes. The three independent variables in this study explain 37.7% of the variation in student satisfaction, with curriculum quality as the largest contributor in the regression model.

1. The Influence of Curriculum Quality on Student Satisfaction

The regression results show that curriculum quality has the greatest influence on student satisfaction with a regression coefficient value of 0.312 and a significance level of p = 0.000. This confirms that the more relevant, contextual, and flexible a curriculum is, the higher the satisfaction felt by students in participating in learning. A curriculum that contains applicable material and is connected to real life can increase students' interest and sense of ownership in the learning process (Mukaffie et al., 2023). In the context of secondary education, the existence of a curriculum that adapts to developments in the times, local needs, and characteristics of students will strengthen student involvement in learning activities.

This finding is also supported by Rumahorbo (2024), which states that students' perceptions of a meaningful and empowering curriculum are significantly correlated with learning satisfaction. On the other hand, a curriculum that is too dense, abstract, or inflexible actually causes boredom and reduces active student participation. Therefore, a more participatory curriculum design approach is needed, in which

teachers and students are involved in the evaluation process and development of learning content.

2. The Influence of Facilities and Infrastructure on Student Satisfaction

The infrastructure variable also showed a significant influence on student satisfaction, with a regression coefficient of 0.224 and a p value = 0.000. Adequate learning facilities provide a real contribution in creating a conducive, safe, and enjoyable learning environment. The availability of comfortable classrooms, access to laboratories and libraries, and the use of educational technology have been shown to increase student engagement and improve the process of delivering material.

Kartika & Arifudin (2022) research supports this finding, where students who have access to complete learning facilities show higher levels of satisfaction and learning outcomes. Adequate facilities not only affect students' cognitive aspects but also provide psychological influences in the form of comfort, self-confidence, and positive perceptions of school. Amidst the challenges of modern education that increasingly relies on digital media, the existence of ICT (information and communication technology) facilities is crucial to support interactive and collaborative learning. However, it must be realized that physical development alone is not enough if it is not balanced with effective utilization and management. Schools must ensure that the available facilities are truly used optimally to support the learning process, not just to meet administrative standards.

3. The Influence of Study Time Management on Student Satisfaction

Learning time management was also found to have a positive and significant effect on student satisfaction, with a coefficient value of 0.198 and p = 0.002. Although its influence is not as large as the other two variables, these results confirm that learning time management is an important component in creating effective learning. Time that is neatly arranged, proportional between theory and practice, and flexible to student needs will increase learning efficiency and prevent boredom.

This finding is consistent with Putri & Sutama (2015), which states that students who are able to manage their study time well show higher motivation and learning satisfaction. In a school environment, a lesson schedule that is too tight, without considering the mental and physical capacity of students, can cause stress, fatigue, and even apathy towards learning. Therefore, the management of study time must be adjusted to the characteristics of students and provide space for creative and reflective activities. In addition, in the era of digital education, flexibility in time management is becoming increasingly important. The concept of blended learning allows students to organize their own learning time outside of face-to-face hours. This has the potential to increase satisfaction because it gives students more control over their learning process.

4. Simultaneous Analysis and Implications

The results of the F test show that simultaneously, the quality of the curriculum, facilities and infrastructure, and learning time management have a significant effect on student satisfaction (F = 49.512, p = 0.000). This means that these three factors complement each other in shaping the student's learning experience. A good curriculum is not enough if it is not supported by adequate facilities and proper time management. The combination of content quality, availability of media and supporting environment, and learning process management creates a comprehensive and student-oriented system (student-centered learning). This model is in line with the

modern education paradigm that emphasizes active, collaborative, and contextual learning.

5. Theoretical and Practical Relevance

Theoretically, the results of this study support the theory of customer satisfaction developed in the context of services, including educational services. Students as "consumers" of educational services will feel satisfied when their expectations of the content of the lessons, facilities, and learning processes are met or even exceeded. In this case, the quality of the curriculum functions as the main product, facilities as the service environment, and time management as the supporting process.

In practice, this study provides an important basis for school policy makers in setting planning priorities. Improving the quality of the curriculum should be the main focus, followed by the provision of appropriate learning facilities and more adaptive scheduling of learning activities. Schools also need to conduct continuous evaluation of these three aspects through student satisfaction surveys in order to respond to needs in a timely manner.

6. Theoretical and Practial Implications

Theoretically, this study contributes to the literature on the determinants of student satisfaction in learning. This finding strengthens the theory of satisfaction (expectancy-disconfirmation theory) which states that satisfaction will be achieved if students' perceptions of educational services (in this case curriculum, facilities, and time management) match or exceed their expectations (Oliver, 1980). In the context of secondary education, this finding shows that satisfaction is not only about interpersonal relationships with teachers, but is greatly influenced by the learning system and structure itself. This study also contributes to the development of a conceptual framework for student experience-based education. The three variables tested—curriculum quality, infrastructure, and time management—are important elements in creating a holistic learning experience. This enriches the student-centered learning approach that is increasingly being developed in the Indonesian education system.

In addition, the results of this study have important practical implications for secondary school administrators, education policy makers, and teachers. First, because curriculum quality has been shown to have the most dominant influence on student satisfaction, curriculum development must be a top priority. The curriculum not only needs to be adjusted to national education standards, but also needs to be contextualized with students' needs and interests and the challenges of the times. Schools can form curriculum development teams that involve teachers and students to ensure the relevance and flexibility of teaching materials. Second, the provision and management of facilities and infrastructure must be improved, not only in terms of quantity and availability, but also functionality and usability in learning. The distribution of facilities between schools needs to be a special concern for the Education Office so that there is no gap in the quality of education services. In addition, teachers need to be trained to maximize the use of technology and other supporting facilities in learning. Third, the arrangement of learning time needs to be designed in a balanced and responsive manner to student needs. Schools need to evaluate the lesson schedule so that it is not too dense and monotonous. A learning approach that provides flexibility

for exploration, discussion, and reflection will be preferred by students compared to learning that is solely oriented towards pursuing curriculum targets.

7. Research Limitations

This study has several limitations that need to be considered in interpreting the results and planning further research. First, this study is quantitative and relies only on questionnaire data, so it does not capture in depth the nuances of students' learning experiences. Qualitative or mixed-method research can provide richer and deeper insights into students' perceptions of aspects of learning. Second, the study sample was limited to 250 students from several high schools, so generalizing the results to the entire population of high school students in Indonesia must be done with caution. Studies with a larger sample size and wider coverage area will increase the external validity of this study. Third, this regression model only explains 37.7% of the variation in student satisfaction, which means that there are still other variables that have not been included, such as teacher teaching methods, interpersonal relationships, workload, school climate, or students' intrinsic motivation. Further research is recommended to test these additional variables.

CONCLUSION

Based on the results of data analysis, it can be concluded that the quality of the curriculum, facilities and infrastructure, and learning time management simultaneously have a significant effect on student satisfaction in the learning process in secondary schools. Among the three variables, the quality of the curriculum has the greatest influence, followed by facilities and infrastructure and learning time management. This shows that strengthening the content and structure of the curriculum that is contextual and flexible is the main key to increasing student satisfaction. Practically, this finding confirms the importance of synergy between relevant learning content, adequate learning facilities, and effective time management. Students will feel more satisfied with their learning experience when they get meaningful material, learn in a supportive environment, and are not burdened by a disproportionate schedule. For further research, it is recommended that a combination of quantitative and qualitative approaches be carried out, and additional variables such as learning methods, principal leadership, and student motivation be considered in order to provide a more comprehensive understanding of the factors that influence student learning satisfaction.

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